05050 BILINGUAL / ESL TEACHER EDUCATION STANDARDS

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided as a guideline. Institutions are not restricted to using the examples listed, but may develop others that demonstrate candidates' ability to apply what they have learned in the P-12 school setting. The North Dakota standards for majors in Bilingual / ESL Education were prepared in the ND standards format in alignment with the standards of the Teachers of English to Speakers of Other Languages (TESOL) (2002) [online: www.ncate.org].

Bilingual Education or English as a second (or other) language (ESL) preparation is for those teachers who will work with bilingual students or English language learners (ELL) in a variety of school settings. North Dakota professional licensure and school approval requires that bilingual education or ESL teachers who are the sole deliverers of content (subject area material) to students must also hold the appropriate preparation(s) to teach in those content areas.

DEGREE PROGRAMS (MAJORS)
1) ENGLISH AS A SECOND (OR OTHER) LANGUAGE
    Degree programs preparing candidates to teach English as a second (or other) language must meet standards 8.3.1 through 8.3.7.
2) BILINGUAL EDUCATION
    Bilingual education degree programs must meet standards 8.3.1 through 8.3.7 for ESL plus standards 8.3.8 and 8.3.9 regarding bilingual foundations / methods and language proficiency.

TEACHING MINORS
Approved minors in English as a Second Language or Bilingual Education must, at a minimum, meet the respective requirements for the North Dakota endorsement.

NORTH DAKOTA ESPB BILINGUAL OR ESL ENDORSEMENTS
1) ESL ENDORSEMENT
    Programs of study for individuals wishing to add the English as a Second (or Other) Language Endorsement to their existing professional educator's license must include a minimum of 17 semester hours meeting the following standards:
        Standard 8.3.1 Language (6 SH)
        Standard 8.3.2 Culture (3 SH)
        Standard 8.3.3 Planning and Managing Instruction (ESL Methods) (2 SH)
        Standard 8.3.4 ESL Assessment (2 SH)
        Standard 8.3.5 Professionalism (2 SH)
        Standard 8.3.6 ESL or Bilingual Field Experience (2 SH)

2) BILINGUAL EDUCATION ENDORSEMENT
    Programs of study for individuals wishing to add the Bilingual Education Endorsement to their existing professional educator's license must meet the requirements listed above for the ESL Endorsement plus standards 8.3.8 and 8.3.9 regarding bilingual foundations / methods and language proficiency.

ENGLISH AS A SECOND LANGUAGE (ESL)
or BILINGUAL EDUCATION

05050.1 LANGUAGE

The program requires the study of the major concepts, theories, and research related to the nature and acquisition of language and constructing learning environments that support English language learners' (ELL) language and literacy development and content area achievement. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

05050.1.a. Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping English language learners acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

Examples of performance assessments may include:
Knowledge
- demonstrating an understanding of semantics (word/sentence meaning) to help English language learners (ELLs) acquire and productively use a wide range of vocabulary in English.
- using knowledge of morphology (the structure of words) to help ELLs develop oral, reading, and writing (including spelling) skills in English.
- articulating how knowledge of phonology (the sound system) assists ELLs' development of oral and literacy skills in English.
- articulating how understanding of syntax (phrase and sentence structure) assists ELLs' development of written and spoken English.

Dispositions
- planning multiple opportunities for ELLs to develop social and academic language skills in English.
- accepting of the nature and value of World Englishes and dialect variation, and building on English language dialects that ELLs bring in order to extend their linguistic repertoire.
- being committed to locating and using linguistic resources to learn about the structure of English and of students' home languages.
- acknowledging the importance of demonstrating proficiency in English and serving as a good language model for ELLs.

Performances
- applying knowledge of pragmatics (the effect of context on language) to help ELLs communicate effectively and use English appropriately for a variety of purposes in spoken and written language and in formal and informal settings.
- demonstrating the ability to help ELLs acquire a range of genres, rhetorical and discourse structures, and writing conventions in English.
- locating and using linguistic resources to learn about the structure of English and of students' home languages.

05050.1.b. Language acquisition and development. Candidates know, understand, and apply concepts, theories, research, and practice to facilitate the acquisition of both a primary and a new language in and out of classroom settings.

Examples of performance assessments may include:
Knowledge
- understanding and applying current theories and research in language and literacy development (in general for language 1 and language 2).
- understanding and applying knowledge of socio-cultural and political variables to facilitate the process of learning English.
- recognizing and building on the processes and stages of English language and literacy development.

Dispositions
- creating a secure, positive, and motivating learning environment.
- recognizing the importance of ELLs' home languages and language varieties and build on these skills as a foundation for learning English.
- understanding and applying knowledge of the role of individual learner variables in the process of learning English.
- helping ELLs to communicate in socially and culturally appropriate ways.

Performances
- providing rich exposure to English and opportunities for meaningful interaction.
- providing comprehensible input and scaffolding.
- providing appropriate instruction and feedback.
- helping ELLs develop effective language learning strategies and academic language proficiency.

05050.2. CULTURE

The program requires the study of the major concepts, theories, and research related to the nature and structure of culture and the construction of learning environments that support ELLs' language and literacy development and content area achievement. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

05050.2.a. Nature and role of culture. Candidates know, understand, and use the major concepts principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

Examples of performance assessments may include:
Knowledge
- understanding and applying knowledge about cultural values, beliefs and structures in the context of teaching and learning English as a second language (ESL).

Dispositions
- understanding and applying knowledge about the effects of cultural intolerance and discrimination to ESL teaching and learning.

Performances
- understanding and applying knowledge about home/school communication to enhance ESL teaching, and how to build partnerships with ESOL families.
- understanding and applying concepts about the interrelationship between language and culture.

05050.2.b. Cultural groups and identity. Candidates know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

Examples of performance assessments may include:
Knowledge
- understanding and applying knowledge of immigration history and patterns in the U.S. to teaching English language acquisition.
- understanding and applying knowledge about how an individual's cultural identity affects their English language acquisition, and how levels of cultural identity will vary widely among students.

Dispositions
- recognizing the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender when planning and implementing classroom instruction.
- understanding and respecting how acculturation, cultural conflicts and home area events can have an impact on ELLs' learning.

Performances
- using a range of resources, including the internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction.

05050.3. PLANNING AND MANAGING INSTRUCTION

The program requires study of multiple instructional approaches and strategies, including standards-based practices, as they relate to planning, implementing and management of ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

05050.3.a. Planning for standards-based ESL and content instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. Candidates model effective use of academic English as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Examples of performance assessments may include:
Knowledge
- planning standards-based ESL and content instruction.

Dispositions

- creating environments that promote standards-based language learning in supportive, accepting classrooms and schools.

Performances
- planning students' learning experiences based on assessment of language proficiency and prior knowledge.
- demonstrating awareness of and providing resources for particular needs of students who have limited formal schooling in their first language.

05050.3.b. Managing and implementing standards-based ESL and content instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading and writing and accessing the core curriculum. Candidates support ELLs in accessing the core curriculum as they learn language and academic content together.

Examples of performance assessments may include:
Knowledge
- organizing learning around standards-based subject matter and language learning objectives, with consideration of students' current levels of subject matter and English language proficiency.
- providing standards-based reading instruction adapted to ELLs.

Dispositions
- recognizing the importance of incorporating activities, tasks and assignments that develop authentic uses of language as students learn about content area material.
- building rapport with and collaborating with content area specialists to assist ELLs in achieving their highest academic potential.
- demonstrating a commitment to students' individual learning needs (including learning styles and intelligences) and providing a variety of ways to learn.

Performances
- developing students' speaking and listening skills for a variety of academic and social purposes.
- providing activities and materials that integrate listening, speaking, reading and writing.
- providing standards-based instruction that builds upon student' oral English to support learning to read and write.
- providing standards-based writing instruction adapted to ELLs.
- developing students' writing through a range of activities from sentence formation to expository writing.

05050.3.c. Using resources effectively in ESL and content instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies and choose, adapt, and use them in effective ESL and content teaching.

Examples of performance assessments may include:
Knowledge

- selecting materials and other resources that are appropriate to students' developing language and content area abilities.

Dispositions
- realizing the importance of selecting and using culturally responsive, age-appropriate, and linguistically accessible materials.
- employing an appropriate variety of materials for language learning, including books, visual aids, props, and materials that are relevant to students' daily lives.

Performances
- using software, multimedia and internet resources effectively in ESL and content instruction.
- using appropriate technological resources to enhance language and content area instruction for ELLs, e.g., web, software, computer and related devices.

05050.4. ASSESSMENT

The program requires the studying issues of assessment and use of assessment measures that are standards-based as they relate to ELLs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

05050.4.a. Issues of assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors in assessment, IQ, special education testing including gifted and talented, and the importance of being standards-based) and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as these factors affect ELLs.

Examples of performance assessments may include:

Knowledge
- distinguishing between a language difference, gifted and talented, and special education needs for ELLs.
- demonstrating an understanding of the quality indicators of assessment instruments.
- understanding the pre-referral and referral process for students being considered for special services.

Dispositions
- demonstrating an understanding of the purposes of assessment as it relates to ELLs and how to use results appropriately.

Performances
- demonstrating an understanding of the limitations of assessment situations and making accommodations for ELLs.
- demonstrating a knowledge of expectations for communicating with parents regarding student assessments.

05050.4.b. Language proficiency assessment. Candidates know and can use a variety of standards based language proficiency instruments to inform instruction, and understand their uses for identification, placement and demonstrating language growth of ELLs.

Examples of performance assessments may include:
Knowledge
- understanding national and state requirements for identification, and procedures for reclassification, and exit of ELLs from language support programs.
- understanding and using norm-referenced assessments appropriately with ELLs.

Dispositions
- using multiple sources of information when assessing ELLs' language skills and communicative competence.

Performances
- understanding, developing, and using criterion-referenced assessments appropriately with ELLs.
- understanding, constructing and using assessment measures for a variety of purposes for ELLs.

05050.4.c. Classroom-based assessments for English language learners. Candidates know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction.

Examples of performance assessments may include:
Knowledge
- understanding various instruments and techniques to assess content area learning (e.g. math, science, social studies) for ELLs at varying levels of language proficiency and literacy development.

Dispositions
- preparing ELLs to use self and peer-assessment techniques when appropriate.

Performances
- using performance-based assessment tools and tasks that measure ELLs' progress toward state and national standards.
- designing and adapting classroom tests and alternative assessment measures to make them appropriate for ELLs.

05050.5. PROFESSIONALISM

The program requires the study of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELLs and their families and work collaboratively to improve the learning environment. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

05050.5.a. ESL research and history. Candidates demonstrate knowledge of history, research and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Examples of performance assessments may include:
Knowledge
- understanding language teaching methods in their historical contexts.
- understanding of the evolution of laws and policy in ESL/Bilingual education
Dispositions
- advocating for quality ESL programs based on current research.
Performances
- incorporating current ESL practices in classroom instruction.

05050.5.b. Partnerships and advocacy. Candidates understand how to serve as professional resources, advocate for English language learners, and build partnerships with students' families.

Examples of performance assessments may include:
Knowledge
- identifying professional and community resources to assist ELLs and their families.
Dispositions
- advocating for and serving as language and education resources for students and families in their schools and communities
- advocating for student access to all available academic resources, including instructional technology.
Performances
- serving as professional resource personnel in their educational communities.

05050.5.c. Professional development and collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ELLs.

Examples of performance assessments may include:
Knowledge
- modeling academic proficiency in the English language.
Dispositions
- working with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLs in the school.
- establishing professional goals and pursuing opportunities to grow professionally in the ESL education.
Performances
- engaging in collaborative teaching in general education and content area classrooms.

5050.6. FIELD EXPERIENCE
The program requires a minimum of two semester hours of credit in a field experience with English language learners in an ESL or bilingual education setting for an endorsement. For a major in ESL or bilingual education, the program meets the normal degree requirements for clinical practice (student teaching) in the professional education

sequence. The program uses a variety of performance assessments of candidates' field experience drawing upon suggestions under the other standards.

05050.7. TECHNOLOGY

The program requires the study of current, appropriate instructional technologies. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. Examples of performance assessments may include:

- demonstrating appropriate use of various technologies within their instructional practices.
- selecting and using appropriate technology tools specific to learning English as a second or other language and accessing current information on ESL and or bilingual education.
- using technology to effectively manage communications, instructional planning, and record keeping.

05050.8. BILINGUAL EDUCATION

The program requires the study of a variety of methods and strategies of teaching bilingual education, including an understanding of instructional programs in bilingual education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:
Knowledge
- demonstrating an understanding of the philosophy, benefits and goals of bilingual education.
- demonstrating and understanding of a variety of models of teaching in bilingual settings.
- articulating how content knowledge is taught in the student's first language.

Dispositions
- valuing the ability to communicate in more than one language.
- valuing cultural differences.
- appreciating the home languages of language minority students.
- believing that all people can be bilingual or multilingual.

Performances
- comparing and contrasting various bilingual education models such as transitional, maintenance, dual language, and immersion programs.
- locating and using a variety of resources to promote language development and maintenance.
- demonstrating an understanding of appropriate language 1 and language 2 use in classroom instruction.

05050.9. LANGUAGE PROFICIENCY

The program requires a minimum of 16 semester hours of study in a language other than English or the equivalent in demonstrated language proficiency. The program uses a

variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:
- oral and written tests of language proficiency in coursework.
- validation of proficiency in Native American language by indigenous language boards or tribal councils.
- passing proficiency exams recognized nationally or internationally by professional language associations.

History
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